

# GO TEAM NORMS

- This is a meeting of the GO Team. Only members of the team may participate in the discussion.
- Any members of the public present are here to quietly observe.
- We will be fully present.
- We will follow the agenda as noticed to the public and stay on task.
- We will be respectful of each other at all times.
- We will be open-minded.
- We invite and welcome contributions of every member and listen to each other.
- We will respect all ideas and assume good intentions.
- We will approach differences of opinion with curiosity.

## GO Team Members

Name	Officer or Representative Position	Role	Email Address
Kristen Horton		Principal	kristen.vaughn@atlanta.k12.ga.us
Mariyam Drammeh		Parent/Guardian	drammehmariyam@yahoo.com
Farrah Latham		Parent/Guardian	thelathams15@gmail.com
Mbaye Khady		Parent/Guardian	khadykhalipha85@yahoo.com
Marquisha Sanders		Instructional Staff	Marquisha.Sanders@atlanta.k12.ga.us
Tauheedah Uthman		Instructional Staff	tauheedah.uthman@atlanta.k12.ga.us
Mkeyla Reid		Instructional Staff	
Carolyn Strozier		Community Member	
Neeke Benton		Community Member	nebenton@atlantaga.gov
Victoria Sandoval		Swing Seat	victoriasandoval8434@gmail.com

## Meeting Agenda

### Continental Colony Elementary School

Date: **October 24, 2024**

Time: **4:30PM**

Location: **TEAMS**

[Join the meeting now](#)

<https://tinyurl.com/2e5c5fjj>

- I. Call to Order**
- II. Roll Call; Establish Quorum**
- III. Action Items**
  - a. Approval of Agenda
  - b. Approval of Previous Minutes
- IV. Discussion Items**
  - a. Georgia Milestones Math Data
  - b. Continuous Improvement Plan Presentation
    - i. Continuous Improvement Plan and Strategic Plan Alignment
    - ii. Strategic Plan Update
- V. Information Items**
  - a. Principal's Report
    - i. Security Grant Update
  - b. Cluster Advisory Team Report
- VI. Announcements**
- VII. Public Comment**
- VIII. Adjournment**

## Meeting Minutes

**Continental Colony**  
**Date: October 3, 2024**  
**Time: 4:30pm**

- I. Call to order: 4:38 pm
- II. The meeting was started in Zoom, due to technical difficulties, we moved the meeting to Teams. Before moving the meeting, a quorum was established, and roll was called.
- III. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Kristen Horton	present
Parent/Guardian	Mariyam Drammeh	present
Parent/Guardian	Farrah Latham	present
Parent/Guardian	Mbaye Khady	absent
Instructional Staff	Marquisha Sanders	present
Instructional Staff	Tauheedah Uthman	present
Instructional Staff	Mkeyla Reid	absent
Community Member	Carolyn Strozier	present
Community Member	Neeka Benton	present
Swing Seat	Victoria Sandoval	absent

Quorum Established: Yes

- IV. Action Items (add items as needed)
  - A. **Approval of Agenda:** Motion made by: Marquisha Sanders; Seconded by: Carolyn Strozier  
 Members Approving: 7  
 Members Opposing: 0  
 Members Abstaining: 0  
 Motion Passes
  - B. **Approval of Previous Minutes:** List any amendments to the minutes:  
 Motion made by; Seconded by:  
 Members Approving:  
 Members Opposing: None  
 Members Abstaining: None

## Meeting Minutes

### Motion Passes

#### C. School Uniform Resolution

##### i. Chair: Result:

Officer Position:	School Uniform Advisory Committee Chair
Nominee Name	GO Team Members In favor of Nominee
Marquisha Sanders	Kristen Horton, Mariyam Drammeh, Farrah Latham, Tauheedah Uthman, Carolyn Strozier & Neeka Benton

- V. Discussion Items (add items as needed)
  - A. **Discussion Item 1:** Strategic Plan priority ranking.
  - B. **Discussion Item 2:** Continuous improvement plan.
  - C. **Discussion Item 3:** Key Indicators
  - D. **Discussion Item 4:** Spring Map Results
  - E. **Discussion Item 5:** GA Milestones Assessment Data
  - F. **Discussion Item 6:** GO Team Discussion: Data Protocol
  - G. **Discussion Item 7:** Tutorial, Second Semester, Grades 2-5
  - H. **Discussion Item 8:** Small group reading instruction and small group reading recovery.
  - I. **Discussion Item 9:** Timeline for GO Team
  - J. **Discussion Item 10:** School Uniforms
  - K. **Discussion Item 11:** Leveling plan for FY25
- VI. Information Items (add items as needed)
  - A. **Principal's Update**
    - i. Collecting rainwater
    - ii. Gardening
    - iii. Chicken eggs
    - iv. Farmer's market
  - B. **School Uniform Advisory Committee**  
 Volunteers: Marquesha Sanders, Tauheedah Uthman, Farrah Latham  
 Are we interested in students serving on the uniform committee?  
 Will open up to other parents to join committee.  
 Determine length of time: April 1, 2025.

**VII. Announcements**

- A. [GO Team Summit rescheduled](#)
- B. [Go Team members training & orientation \(new members\)](#)

**VIII. Adjournment**

Motion made by: [Tauheedah Uthman](#); Seconded by: [Marquisha Sanders](#)

Members Approving: 7

Members Opposing: 0

Members Abstaining: 0

**Motion Passes**

**ADJOURNED AT 5:49 pm**

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**Minutes Taken By:** [Carolyn Strozier](#)

**Position:** [GO Team Secretary](#)

**Date Approved:**

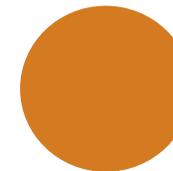
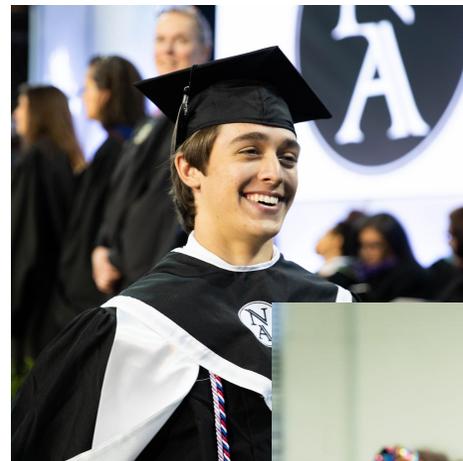


# GO Team Business Meeting #2

Where we are – Where we're going

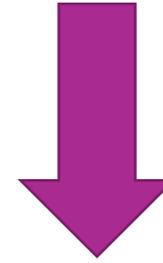
# Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



# Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed  
2021-2025 Strategic Plan

2

Summer 2024

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

August 2024

School Leadership  
completed 2024-2025  
Continuous Improvement  
Plan

4

Sept. – Dec. 2024

Utilizing current data, the  
GO Team will review &  
possibly update the  
school strategic priorities  
and plan

5

Before Winter Break

GO Team will take action  
(vote) on the rank of the  
strategic plan priorities  
for SY24-25 in  
preparation for budget  
discussions.



# Discussion Items



Current Strategic Plan

Continuous Improvement Plan

Needs Assessment

SMART GOALS

Action Plan

Strategic Plan Alignment & Update

**GO TEAM DISCUSSION:** Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

Are all CIP Goals reflected in our Strategic Plan Priorities?

# GO Team Activity & Discussion

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

- 
- 
-



# Current Strategic Plan

2021-2025

# CONTINENTAL COLONY ELEMENTARY SCHOOL

**Mission:** Continental Colony Elementary School aims to develop compassionate and knowledgeable life-long learners through the progressive implementation of internationally minded instruction and rigorous assessment.

**Vision:** The vision of Continental Colony Elementary School is to become a school of excellence that prepares students for equitable access to college and career options to ensure they are equipped to persevere and successfully function in a technologically advancing global society.

## SMART Goals

Increase the % of grades 3-5 students scoring proficient or above in reading from 10% to 30% as measured by the Georgia Milestone Assessment by Spring 2025.

Increase the % of grades 3-5 students scoring proficient or above in math from 11% to 30% as measured by the Georgia Milestone Assessment by Spring 2025.

**85% of students reach their growth target in reading and math as measured by the MAP Growth Reading and Math Assessment by Spring 2025.**

**Increase the weekly attendance rate for K-5 students to an average of 95% by Spring 2025.**

## APS Strategic Priorities & Initiatives

**Fostering Academic Excellence for All**  
Data  
Curriculum & Instruction  
Signature Program

**Building a Culture of Student Support**  
Whole Child & Intervention  
Personalized Learning

**Equipping & Empowering Leaders & Staff**  
Strategic Staff Support  
Equitable Resource Allocation

**Creating a System of School Support**  
Collective Action, Engagement  
& Empowerment

## School Strategic Priorities

1. Strengthen the implementation of signature programming.
2. Implement rigorous and culturally relevant responsive curriculum with fidelity in all core content areas.
3. Make data informed decisions for curriculum, instruction, and assessment.
4. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning.
5. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
6. Improve Teacher Efficacy in literacy development and other core content areas.
7. Implement and sustain a teacher induction and leader induction program.
8. Create opportunities for families to shape the experiences students have in school, receive accurate and accessible information about students' progress, and have a legitimate role in decision-making.

## School Strategies

- 1a. Staff participate in at least 90+ minute of signature program- specific professional learning per month
- 2a. Teachers, paraprofessional, and staff members will receive regular, and bi-weekly cycles of coaching based on framework implementation, management, and rigor observed on a weekly basis.
- 3a. Build systems to review and stay data informed on a daily, weekly, and bi-weekly basis.
- 4a: Implement Tiered Interventions and support for students at tier 1-3 for reading and math.
- 5a: Implement goal setting 4 times a year (2 per semester) based on individual student academic intervention plans.
- 6a. Implement tiered interventions and support for teachers in literacy development and core content areas based on efficacy surveys, observations, and student assessment data.
- 7a. Provide targeted professional learning for induction teachers and induction leaders on a monthly basis based on observations, teacher request, leader request and student achievement data.
- 8a. Provide monthly content workshops for the community in order to keep them abreast of the content changes and the focus of the 6 week units.
- 8b. Conduct community goal setting events and student-led conferences to keep families informed and engaged in the opportunity to discuss and plan students' progress.

# Strategic Plan Priority Ranking

FY25 School Priorities	Rationale
<p>1. Strengthen the implementation of signature programming.</p> <p>1a. Staff participate in at least 90+ minute of signature program- specific professional learning per month</p>	<p>The CCES academic community is currently in year 3 of authorization. The PYP requires transdisciplinary learning with an understanding of concepts and themes. Math and ELA continue to be disconnected. Professional learning and planning is needed truly teach transdisciplinary units.</p>
<p>6. Improve Teacher Efficacy in literacy development and other core content areas.</p> <p>6a. Implement tiered interventions and support for teachers in literacy development and core content areas based on efficacy surveys, observations, and student assessment data.</p>	<p>We currently have a goal of 20% of students in grades 3-5 proficient in ELA. Based on the MOY MAP scores 15% of students in grades 3-5 are currently proficient. Additionally, HB 258 requires us to provide developmentally appropriate evidence-based literacy instruction training for all K-5 teachers.</p>
<p>7. Implement and sustain a teacher induction and leader induction program.</p> <p>7a. Provide targeted professional learning for induction teachers and induction leaders on a monthly basis based on observations, teacher request, leader request and student achievement data.</p>	<p>We currently have 10 out of 24 classroom teachers in the induction phase of teaching. Additionally, the teacher shortage has led to an increase of teachers through alternative certification programs. As we have engaged in the continuous improvement process throughout the past two years, we have identified teacher capacity has root cause to academic challenges.</p>

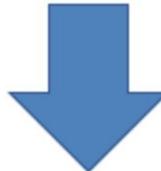


# Continuous Improvement Plan

## \*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES\*

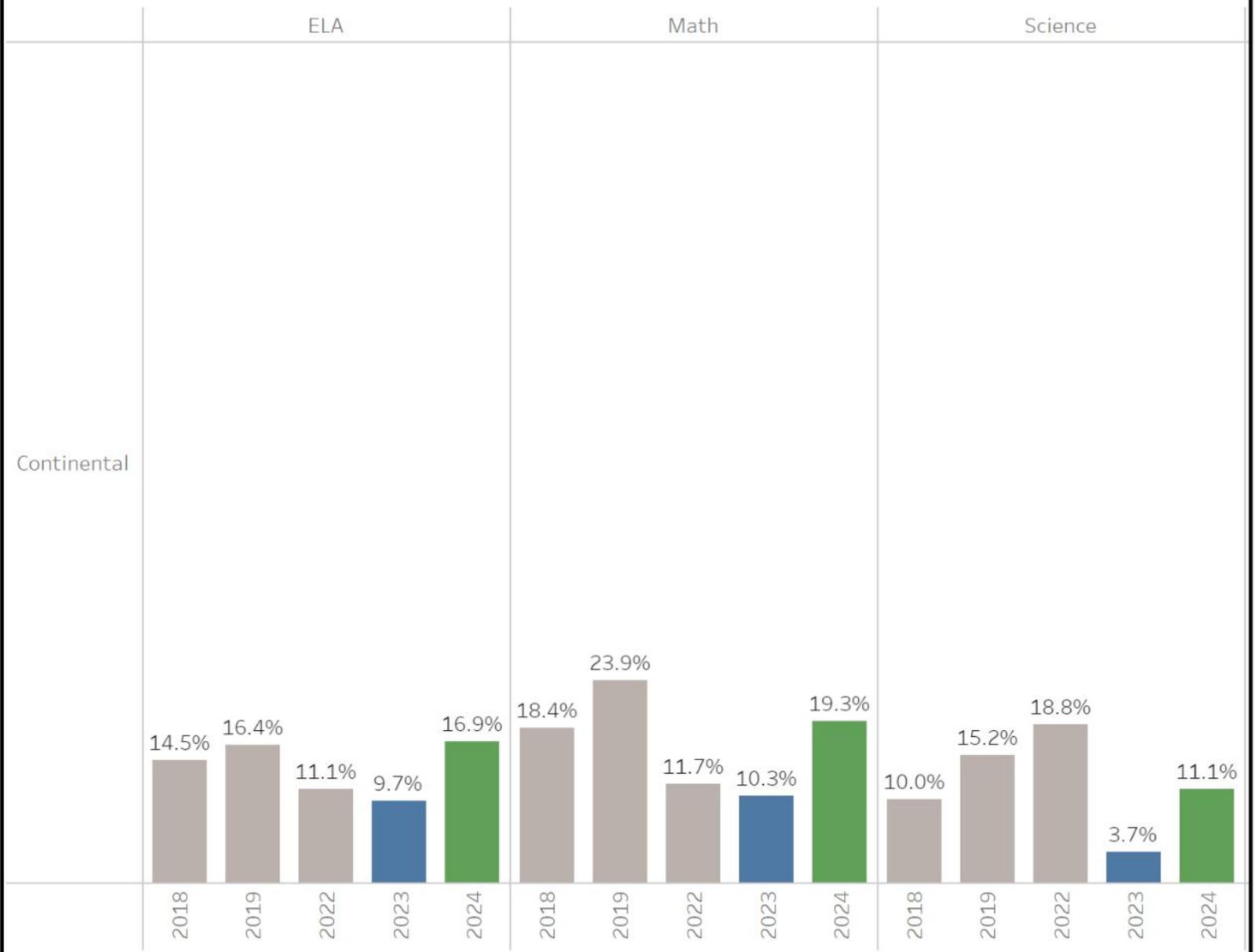
Strengths	Challenges
The percentage of students Lexile reading on or above level on the MAP assessment increased from 20% to 33% comparing fall 2023 to spring 2024.	The Content Mastery on 2023 GMAS in ELA, Math, and Science decreased (overall from 28.6 to 23.2), with a huge drop in Science from 37.69 to 10.00.
The 4th grade students have shown growth on MAP assessment comparing spring 2023 as 3rd graders to spring 2024 as 4th graders. In ELA, their projected proficiency achievement rate increased from 21.74% to 32.50%. In Math, their achievement rate increased from 9.78% to 26.33%.	The MAP projected proficiency achievement rate for ELA and Math in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade (ELA 32.84% to 24.44%) and (Math 31.34% to 22.22%) and 4th grade (ELA 42.05% to 32.50%).
The Literacy score on GMAS increased comparing 2023 to 2024 from 16.67 to 31.85.	The number of students in the developing level on the MAP assessment in ELA increased as a school, looking at 3rd, 4th, and 5th grades (ELA 88 to 93 students) comparing fall 2023 to spring 2024.
The Progress score on 2023 GMAS in ELA is 83.15.	The number of students in the proficient or distinguish levels on the MAP assessment in both ELA and Math decreased as a school, looking at 3rd, 4th, and 5th grades (ELA 31 to 25 and Math 18 to 10 students) comparing fall 2023 to spring 2024.

### Our Overarching Needs

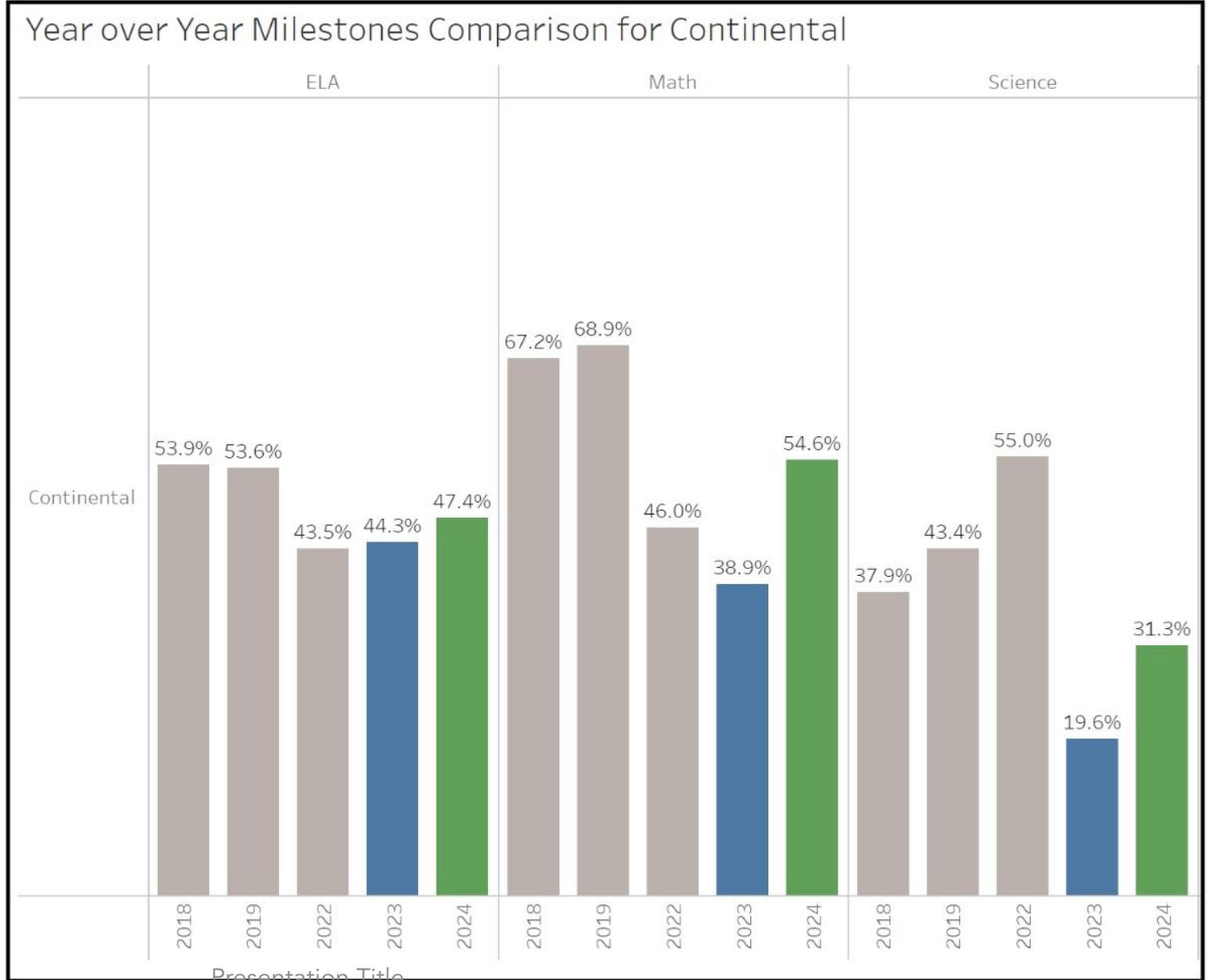
Literacy	Numeracy	Whole Child & Intervention
ELA remains stagnate with minimal gains according to achievement levels and MAP. Teachers need strategies to support closing reading gaps and addressing grade level content standards.	Math continues to decrease in 5th grade with minimal gains in 3rd and 4th grade according to achievement levels and MAP. Teachers need strategies to support closing gaps in conceptual understandig and addressing grade level content standards.	Intentional behavior management plans and behavior interventions are needed to build of culture of learning in every classroom.
		
Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
The MAP projected proficiency achievement rate for ELA in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade (ELA 32.84% to 24.44%) and 4th grade (ELA 42.05% to 32.50%).	The MAP projected proficiency achievement rate for Math in grades 3rd, 4th, and 5th decreased when comparing fall 2023 to spring 2024. Largest decrease was in 3rd grade Math (31.34% to 22.22%) and 5th (18.64% to 16.35%)	Incidents occur in the afternoon on Monday, Tuesday, and Wednesday, after lunchtime. On Thursday and Friday, there are more incidents in the morning. The adjustment/ interventions could be in class management protocols. Data displays there are 16 students have had 2 or more behavior incidents.

**GMAS**  
**YEAR BY YEAR**  
**COMPARISON**  
**PROFICIENT AND**  
**ABOVE**

Year over Year Milestones Comparison for Continental



# GMAS YEAR BY YEAR COMPARISON DEVELOPING AND ABOVE





## Goals

### SMART Goals

#### Literacy

By May 2025, FAY students in grades 3-5 will increase the number of students performing proficient or above in reading from 16.9% to 25%, as measured by the Georgia Milestone Reading Assessment and 80% of students in grades K-5 will meet their MAP Growth Reading target as measured by MAP Growth Reading.

#### Numeracy

By May 2025, FAY students in grades 3-5 will increase the number of students performing proficient or above in math from 19.3% to 25%, as measured by the Georgia Milestone Math Assessment and 80% of students in grades K-5 will meet their MAP Growth Math target as measured by MAP Growth Math.

#### Whole Child & Intervention

By May 2025 student incident reports in grades 2-5 will decrease by 50%.

### Progress Monitoring Measures

#### Literacy

Bi-Weekly common assessments and instructional walk-throughs

#### Numeracy

Bi-Weekly common assessments and instructional walk-throughs

#### Whole Child & Intervention

Weekly behavior monitoring charts and APS graphs discipline dashboard

## Literacy SMART Goal

**By May 2025, FAY students in grades 3-5 will increase the number of students performing proficient or above in reading from 16.9% to 25%, as measured by the Georgia Milestone Reading Assessment and 80% of students in grades K-5 will meet their MAP Growth Reading target as measured by MAP Growth Reading.**

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Create exemplars aligned to the intent and rigor of the standards, aggressively monitor independent practice, and provide individualized feedback of progression of the achievement toward standards mastery.	SLT Team, Grade Level Chairs, Department Chairs	- Training occurs during extended planning August 12th - Implement in weekly Thursday and Friday collaborative planning	- weekly observations during collaborative planning with look for tool and feedback for instructional coach	- bi-weekly common assessments	Curriculum and Instruction, Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Implement the student work protocol during weekly extended collaborative planning for the Read Aloud with Syntax, Writing, and Small Group components of the structured literacy block. and determine differentiation and small group instruction needed for the upcoming week.	SLT Team, Classroom Teachers, EIP Teachers, SWD Teachers, ELL Teachers	- Training occurs during extended planning August 19th - Implement in weekly Thursday and Friday collaborative planning	- weekly observations during collaborative planning with look for tool and feedback for instructional coach	- bi-weekly common assessments	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Conduct weekly learning walks, identify who will monitor the implementation of instruction, and spend time in calibration with who will be collecting data to ensure there is a consistent understanding of how to identify and rate teacher and student actions. Communicate all information to staff members and engage staff in reflection process (notice & wonderings) to guide next steps.	SLT Team, Grade Level Chairs, Department Chairs	- Training occurs July 23rd with Leverage Leadership - Implement weekly	- SLT members meet in bi-weekly one-on-one with principal to calibrate and provide feedback	- Kick-Up observation data reviewed to determine the effectiveness of implementation	Curriculum and Instruction, Signature Programs	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

### Subgroup Action Steps for Literacy (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement data processes using a protocol that emphasizes ways the data informs instructional next steps, and the development of remediation and enrichment plans for all student groups.	SLT Team, Classroom Teachers, EIP Teachers, SWD Teachers, ELL Teachers	weekly during extended collaborative planning	- weekly observations during collaborative planning with look for tool and feedback for instructional coach	- bi-weekly common assessments	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						

## Numeracy SMART Goal

**By May 2025, FAY students in grades 3-5 will increase the number of students performing proficient or above in math from 19% to 25%, as measured by the Georgia Milestone Math Assessment and 80% of students in grades K-5 will meet their MAP Growth Math target as measured by MAP Growth Math.**

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Conduct weekly learning walks, identify who will monitor the implementation of instruction, and spend time in calibration with who will be collecting data to ensure there is a consistent understanding of how to identify and rate teacher and student actions. Communicate all information to staff members and engage staff in reflection process (notice & wonderings) to guide next steps.	SLT Team, Grade Level Chairs, Department Chairs	- Training occurs July 23rd with Leverage Leadership - Implement weekly	- SLT members meet in bi-weekly one-on-one with principal to calibrate and provide feedback	- Kick-Up observation data reviewed to determine the effectiveness of implementation	Curriculum and Instruction, Signature Programs	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Monitor and reflect math classroom discourse, student ownership, and conceptual understanding vs. procedure	SLT Team, Classroom Teachers, EIP Teachers, SWD Teachers	Teachers record at least twice a week <a href="#">(Click Here for details)</a>	Every week during grade level collaborative planning reflect on best recording based on protocol beginning Week of September 2nd	- Kick-Up observation data reviewed to determine the effectiveness of implementation - one-on-one meeting reflections - TeachFX	Curriculum and Instruction, Signature Programs	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Implement the Read, Draw and Write method school-wide to solve math word problems.	SLT Team, Classroom Teachers, EIP Teachers, SWD Teachers	- Training occurs during preplanning - Requirements modeled during collaborative planning beginning the week of August 12th	- weekly observations during collaborative planning reviewing student work with the student work protocol - weekly classroom observation through KickUp	- Kick-Up observation data reviewed to determine the effectiveness of implementation - weekly student work review	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>
Subgroup Action Steps for Numeracy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement data processes using a protocol that emphasizes ways the data informs instructional next steps, and the development of remediation and enrichment plans for all student groups.	SLT Team, Classroom Teachers, EIP Teachers, SWD Teachers, ELL Teachers	weekly during extended collaborative planning	- weekly observations during collaborative planning with look for tool and feedback for instructional coach	- bi-weekly common assessments	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
						Effective Use of Technology	<input type="checkbox"/>

## Whole Child & Intervention SMART Goal

By May 2025 student incident reports in grades 2-5 will decrease by 50%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Incorporate a school wide, daily QR code behavior system for all staff to make a minimum of three entries daily.	All staff	August 1st - May 29th	All QR code entries will be housed on a google drive and monitored at the end of each day by the AP. Each adult is responsible for three entries every day.	A color code system will be in place to identify positive and negative entries. Data will be collected every 30 days to determine effectiveness.	Whole Child, Data	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Implement monthly House Celebrations based on student/classroom points centered on agreed positive/negative points system.	Assistant Principal	August 1st - May 29th	Class Dojo	Positive points vs Negative points	Whole Child, Data	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Identify student with consistent incidents as identified through infinite campus to conduct daily/weekly goal setting sessions and calibrate the day's tone.	Assistant Principal, School Social Worker, School Behavior Specialist	August 1st - May 29th	Daily/Weekly Behavior chart	Student meets their personalized goal, three out of five days each week. Progress will also be monitored using infinite campus and APS graph data with the care team.	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						
Subgroup Action Steps for Whole Child & Intervention (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Identify student with consistent incidents as identified through infinite campus to conduct daily/weekly goal setting sessions and calibrate the day's tone.	Assistant Principal, School Social Worker, School Behavior Specialist	August 1st - May 29th	Daily/Weekly Behavior chart	Student meets their personalized goal, three out of five days each week. Progress will also be monitored using infinite campus and APS graph data with the care team.	Whole Child, Data, Personalized Learning	Title I, A	<input checked="" type="checkbox"/>
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						<b>Title IV, A</b>	
						Safe & Healthy	<input type="checkbox"/>
						Well - Rounded	<input type="checkbox"/>
Effective Use of Technology	<input type="checkbox"/>						



# Walkthrough Results

By October 4, 2024, at least 80% of all look-for indicators will be evident during classroom instruction in grades K-5 as measured by the CCES Learning Walk Tool.



Action Step

The school will monitor the implementation of phonics/phonemic awareness and read aloud components of the literacy block.

Structured Literacy Framework including Heggerty & Foundations K-3 Morpheme Magic & Corrective Reading 4-5.

**SHORT TERM ACTION PLAN**

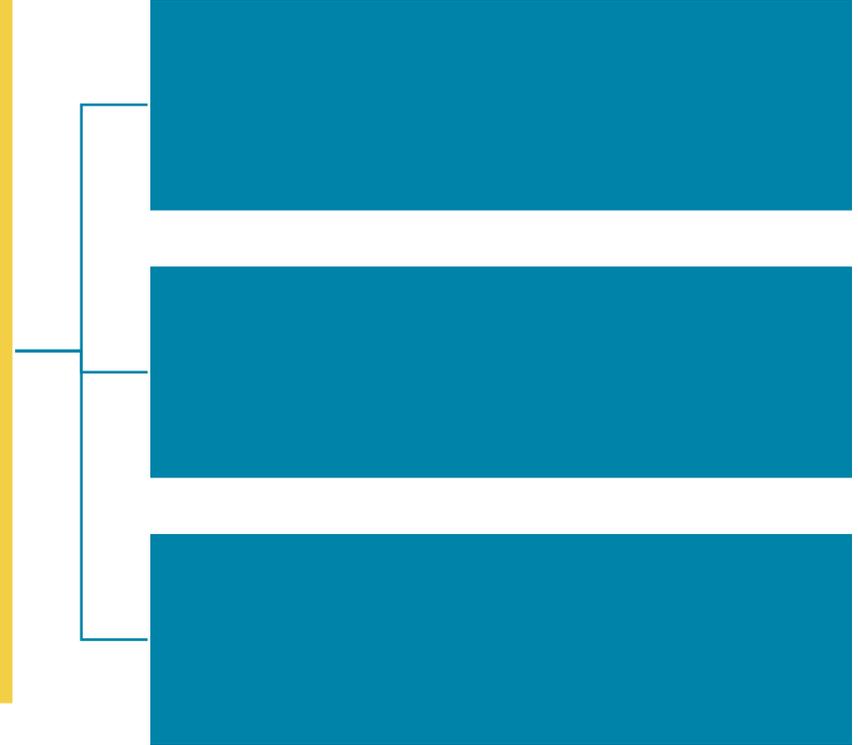
Heggerty K-3	19-Aug	26-Aug	3-Sep	9-Sep	16-Sep	23-Sep	14-Oct
Manual in hand	100	100	100	100	100	100	100
			77	80	84	84	85
			86	88	87	87	88
			86	88	87	87	85
			81	81	84	87	87
			77	81	72	72	73
			58	58	64	66	66
			58	62	67	67	69
			68	73	75	75	76
			95	96	90	90	91
encourages	57	53	36	35	39	39	38
Communicates their learning targets	57	60	59	65	72	72	73
Actively engaged	79	80	72	77	78	78	79
Implements rules, procedures (maximized instruction)	50	53	63	69	72	72	70
Supportive learning environment	79	80	81	85	84	84	82
<b>RESULTS (out of 15)</b>	4 (28%)	6 (42%)	6 (42%)	8 (53%)	7 (47%)	7 (47%)	7 (47%)

**GO TEAM DISCUSSION:** Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?



# Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





Strategic planning will help  
you fully uncover your  
available options, set priorities  
for them, and define the  
methods to achieve them.

Robert J. Mckain

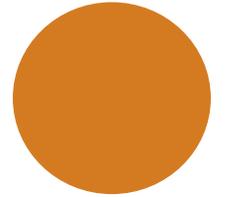


# Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take Action (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





# Principal's Report



# Security Grant Update





Thank you